

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

The most important aim of learning English as a foreign language is to make students able to master and use the language in both spoken and written form. To achieve this aim we should try to master the four language skills, namely: listening, speaking, reading and writing. In the process of learning, however, there are only three language skills which are given more attention. According to Paulston, the most neglected skill among those four language skills is listening (1976:127).

In studying a foreign language, that is English, nothing is more difficult than learning to obtain information by listening to spoken English. According to Rivers (1968:1), the greatest difficulty for a traveller in a foreign country is not primarily that he cannot make himself understood; this can frequently be done by gesture, by writing, or by pointing to something written in a bilingual book of phrases. His enjoyment of and participation in community life and thought are further curtailed by his inability to comprehend announcements, broadcasts, lectures, plays and films. In this case listening is very important. Furthermore, if we want to be

able to communicate, we will certainly need a listening ability because no one will be able to understand and to speak if they cannot listen to the stimulus given. Thus, there is a close relationship between listening and speaking. How we can give response to what we hear if we do not understand the message? How can we communicate and use the language if we are not able to catch and comprehend what our counter speaker says. To this point Underwood (1989:1) states that:

"Students will be unable to take part in oral communication if they do not learn to listen effectively. By learning to listen they can attend to what they hear, to process to understand, to interpret and to respond to it."

Furthermore, the idea of mastering English will be meaningless if we ignore one skill of the language which supports the success of learning a foreign language.

Listening also plays an important role in fulfilling our needs, such as: the need to increase our knowledge, the need to derive pleasures from the language through movies, television, radio and so on. Another thing is when we want to derive pleasures from English through movies, film series, television, etc. we will only depend on the subtitles or translation. Without a listening skill and if we miss the subtitles, we will miss the film as well.

Consequently, in order to motivate the students' ability in English we should try to create an English environment as much as possible from the beginning level.

In addition, we will be accustomed to perceiving rapid spoken English which is normal for native speakers outside the classroom. As a result, when we are communicating using the spoken language, we will not find difficulty. In other words, we can be successful learners of English in the future.

Realizing those facts, the writer intends to suggest media in teaching listening comprehension to help the students in mastering this skill. The technique that the writer would like to suggest is teaching listening by using visual aid called Overhead Wayang Play (OWP). The writer considers that this technique is able to arouse students' motivation in learning listening comprehension and decrease the boredom as well. Learning a language will be easier and more interesting especially for young learners if the media is not boring and monotonous.

The writer provides this technique for the SLTP students in learning English at school. He suggests that it is better to teach this skill in the preliminary stage, together with other skills, than later.

However, the writer also realizes the limit of the time allocation of English in SLTP. It means that the teacher will face difficulties in cooperating the time and materials to be covered. On the other hand, the curriculum does not give the exact available time for teaching listening skill; therefore, the writer thinks that it might

be good to teach listening skill by using OWP as an extra-curricular activity.

1.2 Statement of the problem

Based on the background of the study, this thesis is written to answer the following question:

How can OHP Wayang Play (OWP) be used as a means of teaching listening at SLTP level as an extra-curricular activity?

1.3 Objective of the Study

Derived from the above question, the main objective of the study is to describe the application of teaching listening through OHP Wayang Play (OWP) at SLTP level as an extra-curricular activity.

1.4 Significance of the Study

This study is done to show the application of OWP in the teaching of listening comprehension. Hopefully this study will encourage English teachers to use OWP in their teaching program and to find other techniques in using OWP for teaching the other English language skills.

1.5 Scope and Limitation of the Study

This study only deals with one of the four language skills, that is listening comprehension. Many kinds of

media can be used in teaching listening comprehension but one kind is chosen to be discussed in this thesis, that is OWP.

The writer also limits the object of this study. For this time, he provides this technique only for SLTP students. In principle, this technique can be used for all levels (from elementary level to advance level). Everything depends on the level difficulty of the materials.

1.6 Definition of the Key Terms

To avoid misinterpretation and/or misunderstanding, it is necessary to define the key terms. The terms to be defined are:

Teaching:

About teaching, Brown (1980:7) in his book "Principle of Language Learning and Teaching" says that it is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Listening:

Lundsteen (1971:126) states that listening is more than hearing. Hearing is the process by which sound waves are received and modified by the ears. But in listening, sound waves are not only received but also interpreted.

Visual aids:

Kreidler (1968:1) states that visual aids are kinds of instruments that can help the teachers add variety, clarity and especially reality to the classroom situation which can be useful in the teaching-learning process.

Overhead Projector (OHP):

OHP is a kind of electronic media, that is a projector, which projects transparent objects to a screen (soeparno, 1980:25).

Wayang :

Indonesian traditional art. There are many kinds of wayang, one of them is wayang kulit which is similar with puppet show.

OHP Wayang Play (OWP):

Wayang made of transparency and played using OHP.

Transparency:

A picture or another matter for exhibition made upon glass, thin cloth, paper, or film and intended to be viewed by the aid of light shining through it or by projection (Webster's dictionary, 1986:2430).

Stimulus:

Stimulus is any signal-either manual, oral or visual- to which a person responds or reacts (Finocchiaro, 1975:192). The stimulus in this study is OWP as the visual aid.

Extra-curricular activity:

According to Hornby (1983:302), extra-curricular activities are activities that are taken and done outside the regular course of academic work or studies. In other words, extra-curricular activities are additional activities. The extra-curricular activities here are focused on the teaching of listening skills.

1.7 The Methodology of the Research

This study is a library research, in other words, the writer has studied some books, papers and articles to complete his study.

1.8 The Organization of the Study

This study consists of five chapters. In chapter I is the introduction, chapter II is the teaching of listening, chapter III is media and OHP Wayang Play: a suggested media, chapter IV is the application of the OHP Wayang Play in the teaching of listening comprehension to SLTP students, and chapter V is the conclusion and suggestion.